DOCUMENT RESUME

ED 143 435 PS 009 460

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TITLE	Follow Through Pupil Absence Rates in Philadelphia, 1974-1975. Report No. 7701.
INSTITUTION	Philadelphia School District, Pa. Office of Research and Evaluation.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 76
GRANT	OEG-G-007502171
NOTE	63p.; For related documents, see ED 131 095, ED 132 174, ED 136 941-942, ED 137 317, ED 137 407, PS 009 461-462
EDRS PRICE	MF-$0.83 HC-$3.50 Plus Postage.
DESCRIPTORS	*Attendance; *Attendance Patterns; Attendance Records; Comparative Analysis; *Compensatory Education Programs; *Demonstration Programs; *Early Childhood Education; Early Experience; Program Evaluation; Truancy
IDENTIFIERS	Pennsylvania (Philadelphia); *Project Follow Through

ABSTRACT

Absence data from the Follow Through program in 18 Philadelphia public schools over the 1974-75 school year are presented according to grade, model and total program. The report, covering grades K-3, examines both overall absence patterns and differences in absence patterns of pupils with and without previous Head Start or equivalent experience. From a frequency distribution of data obtained, six absence intervals were established, ranging from no absences to more than 75. The six intervals were recorded for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS). Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models, the difference between HS and NHS pupil absenteeism was notable, frequently 20 or more percentage points in favor of the HS group. HS pupil attendance rates were significantly better than NHS rates of all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models. Model programs were: EDC (Educational Development Center), Bank Street, Behavior Analysis, Philadelphia Process, Parent Implemented, Bilingual, and Florida Parent. Tables and graphs comprise approximately half of this report. (Author/BF)

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FOLLOW THROUGH
PUPIL ABSENCE RATES
IN PHILADELPHIA
1974-1975

June, 1976

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THE SCHOOL DISTRICT OF PHILADELPHIA

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1974-75

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ACKNOWLEDGMENTS

Very Great Thanks are due:

The Major Administrative Officers for the Follow Through Program in the School District of Philadelphia for their recommendations regarding the final form of this report.

The principals and teachers of the original Follow Through Schools for their cooperation during the 1974-75 school year.

The National Evaluation testing personnel for their assistance in gathering pupil absence records.

The Division of Administrative and Survey Research for providing Pupil Directory System information used to update the Follow Through longitudinal pupil file.

Mr. Anthony DiSilvestro, Ms. Linda Kummerer, and Mrs. Linda Burns of the Division of Data Processing for developing the necessary data files and data analysis programs.

Mrs. Elizabeth Jackson and Mrs. Mildred Marcus for typing this report.

ABSTRACT

Follow Through program absence data for the 1974-75 school year are presented by grade, model, and total program according to six absence intervals for the total population (ALL) and two subgroups: pupils with previous Head Start or equivalent experience (HS) and those without such exposure (NHS).

Across models, absence rates at every grade level were lower for HS pupils and higher for NHS students, as compared to ALL pupils. Within individual models the difference between HS and NHS pupil absenteeism was notable, frequently twenty or more percentage points in favor of the HS group.

HS pupil attendance rates were significantly better than NHS rates at all grade levels in four of the seven models, at three grade levels in one model, and at two grade levels in two models.

Introduction

In the Spring of 1974 a procedure to obtain attendance data for the entire school year was first implemented. The resulting data served as a further explanatory factor for achievement on the Follow Through longitudinal file and as a basis for a separate yearly reporting of absence patterns in the program. This report reflects the latter purpose for the 1974-75 school year. A separate report provides the results of Spring, 1975 performance on city-wide tests as a function of pre-kindergarten experience, length of Follow Through exposure, and 1974-75 absence rates.

The format for the present and future reports has been changed to limit the discussion to answering the following questions:

(1) What are the overall absence patterns in the total program and each model for the current year and over the past two years?

(2) Is there a difference in the absence patterns of pupils with and without previous Head Start or equivalent pre-school experience for the current year and over the past two years?

Data Collection

The procedures followed to obtain the absence data in the Spring of 1975 were as follows:

(1) Computer-printed classroom listings giving pupil identification number, name, birthday, school, grade, and room number were produced from the School District's Pupil Directory System (April, 1975 update) for every pupil enrolled in the

Follow Through program, kindergarten to third grade, at that time.

(2) Teams of testers hired to administer the National evaluation battery under the direction of Stanford Research Institute were retained to write in yearly absence rates for each child listed on the computer printouts.

Every attempt was made to obtain the data on the total Follow Through population at that time. This goal was attained to a great extent; however, because of pupil transfer and/or outdated information of the Pupil Directory File, as well as the difficulty of searching out information in schools which had already begun the process of reorganizing their records in accordance with anticipated class assignments for the following September, absence data for a considerable number of pupils were not obtained.

Data Analysis

From a frequency distribution of the data obtained, six absence intervals (number of days absent during the school year) were established: (1) 0, (2) 1-5, (3) 6-15, (4) 16-35, (5) 36-75, and (6) over 75. Number and percentage figures were then calculated within each interval by grade, model, and total program.

Findings

Tables 1 to 15 in Appendix A provide absence data findings for the 1974-75 school year. An overview of the year's absence patterns in the total program (ALL pupils) is presented in Table 1 and shows the number and percentage of each model's students, kindergarten to third grade combined, occurring within the six absence intervals. Total program and

model data, as distributed by grade level, are shown in Tables 2 to 5. Findings for the subgroup of pupils with Head Start or other preschool experience, the HS group, are found in Tables 6 to 10. Tables 11 to 15 provide the same information for students without previous Head Start or equivalent exposure, the NHS group.

Table 1 in Appendix A shows that in the program as a whole, when all grades were combined (kindergarten to third grade), 54% of ALL pupils had absence rates in the lower three intervals, i.e., 15 days or less. Individual model differences within this absence range are shown below:

Model	% Absent 0-15 Days
EDC	61
Bank Street	58
Behavior Analysis	54
Philadelphia Process	52
Parent Implemented	51
Bilingual	48
Florida Parent	41

While Table 1 in Appendix A serves an overall contextual purpose and provides a general summary of the absence patterns of the total program, it does mask grade differences in general, significant individual model differences occurring at each grade level, and differences between the HS and NHS subgroups. Henceforth, the discussion will focus on each grade level in an effort to provide some details about individual models. The emphasis will be on percentages occurring within the "15 days or less" absence category. In reading the comments below, it might serve as a useful reminder of the frame of reference portrayed in the tables to associate positive effects with high percentages in the "absent 15 days or less" category and negative effects with the opposite pattern, since a higher percentage for "absent 15 days or less" also denotes a smaller percentage in the "absent more than 15 days" category.

Table 1 in the text summarizes the findings for the total Follow Through population based on the first three absence intervals (up to 15 days) by showing the percentage of each model's students, according to grade level, who fell into this absence category, ranking the models at each grade level, and summing the ranks across grades for an overall ranking of the models.

At the kindergarten level absence rates were high in every model. Only 30% of all kindergartners in the program were absent 15 days or less; 70%, then, had absence rates of more than 15 days. The EDC Model ranked first with a 39% rate, while the Behavior Analysis and Bilingual Models tied for second place with 32%. The Bank Street Model followed closely with 31%. The Florida Parent and Philadelphia Process Models had a 21% rate, and the Parent Implemented Model ranked last with 13%. (It should again be noted that higher ranks - better attendance - are associated with higher percentages in the "absent 15 days or less" category since, by inference, higher absence rates - lower attendance - are related to higher percentages in the "more than 15 days absent" category.)

In the program as a whole, at the first grade level 53% of the pupils were absent up to 15 days. The EDC Model again ranked first (63%), followed by the Parent Implemented (59%), Bank Street (55%), Behavior Analysis (53%), Philadelphia Process (52%), and Bilingual (45%) Models. The Florida Parent Model (40%) again held last place.

At the second grade level 61% of ALL pupils were absent 15 days or less. The EDC and Florida Parent Models again had the most (70%) and least (53%), respectively, in this category. The Bank Street (65%), Parent Implemented (63%), and Philadelphia Process (60%) Models ranked second, third, and fourth respectively. A 58% rate was shared by the Behavior Analysis and Bilingual Models.

TABLE 1

Pupil (ALL) Absence Rates and Rankings of Follow Through Models, 1974-1975

(Percentages Based on Number of Pupils Who Were Absent 0 - 15 Days)

MODEL	GRADE LEVEL									
	K		1		2		3		Sum of Ranks Across Grades	Rank Based on Sum of Ranks
	%	Rank	%	Rank	%	Rank	%	Rank		
Bank Street	31	4	55	3	65	2	78	1	10	2
Behavior Analysis	32	2.5	53	4	58	5.5	71	2	14	3
Bilingual	32	2.5	45	6	58	5.5	56	6	20	6
EDC	39	1	63	1	70	1	68	4	7	1
Florida Parent	21	5.5	40	7	53	7	50	7	26.5	7
Parent Implemented	13	7	59	2	63	3	68	4	16	4
Philadelphia Process	21	5.5	52	5	60	4	68	4	18.5	5
All Models	30	-	53	-	61	-	67	-	---	-

At the third grade level an even greater majority (67%) of ALL pupils were absent up to 15 days. Model differences showed 78% for Bank Street, 71% for Behavior Analysis, and 68% for EDC, Parent Implemented, and Philadelphia Process. The lowest rates were found in the Bilingual and Florida Parent Models, 56% and 50% respectively.

A ranking of the models based on the sum of ranks across grades, as shown in Table 1, produced the following order:

Model	Rank for Overall Attendance
EDC	1
Bank Street	2
Behavior Analysis	3
Parent Implemented	4
Philadelphia Process	5
Bilingual	6
Florida Parent	7

The best overall attendance was found in the EDC Model, which ranked first at three grade levels. The Bank Street Model, with a first-place ranking at one grade level, had the second best attendance rates. The Florida Parent Model ranked last because of many last-place positions at individual grade levels.

As shown in Table 2, 54% of all students in the program were absent 15 days or less during the 1974-75 school year, compared to only 47% in 1973-74. Six of the seven models showed significant gains in this absence category during the current year. Although there were slight shifts in the ranking order of the models from one year to the next, the Bank Street, Behavior Analysis, EDC, and Philadelphia Process Models were among the highest-ranking both years.

TABLE 2

Comparison of 1973-74 and 1974-75 Pupil Absence Rates and Ranking of Follow Through Models

(Percentages Based on Number of Pupils Who Were Absent 0 - 15 Days)

MODELS	1973-74		1974-75		% Gain or Loss
	%	Rank	%	Rank	
Bank Street	51	1	58	2	+7
Behavior Analysis	49	2	54	3	+5
Bilingual	43	6.5	48	6	+5
EDC	48	3.5	61	1	+13
Florida Parent	44	5	41	7	-3
Parent Implemented	43	6.5	51	5	+8
Philadelphia Process	48	3.5	52	4	+4
All Models	47		54		+7

Absence data for HS pupils (Tables 6 to 10 in Appendix A) and NHS pupils (Tables 11 to 15 in Appendix A) were analyzed separately to compare the two subgroups. When students were combined across models and grades, 60% in the HS and 50% in the NHS group were absent 15 days or less. Where HS pupils were concerned (Table 6 in Appendix A), the EDC Model had the most (65%) in this absence range, and the Bank Street (64%), Parent Implemented (63%), and Behavior Analysis (62%) Models ranked second, third, and fourth respectively. The Bilingual and Philadelphia Process Models (55%) were tied for fifth place, while the Florida Parent Models(42%) ranked

last. In the NHS group (Table 11 in Appendix A) the EDC Model (58%) again ranked first. Second place was held by Bank Street (54%), and Behavior Analysis and Philadelphia Process (50%) were tied for third place. Bilingual (46%) and Parent Implemented (41%) ranked fifth and sixth respectively, and Florida Parent with 40% held last place.

Table 3 in the text summarizes individual model data by grade level for HS pupils, and Table 4 provides the same information for the NHS group. At the kindergarten level, 34% of the HS and 27% of the NHS students were absent up to 15 days. In the HS group, model variations showed 44% in Behavior Analysis, 42% in Bilingual, 35% in EDC, 32% in Bank Street, 29% in Florida Parent, 25% in Philadelphia Process, and 12% in Parent Implemented. For NHS pupils, the EDC Model (42%) ranked first, followed by Bank Street (31%), Bilingual (28%), Behavior Analysis (26%), Philadelphia Process (18%), Florida Parent (17%), and Parent Implemented (14%).

At the first grade level, 60% of the HS and 51% of the NHS students were absent no more than 15 days. Model differences in the HS group were 74% for EDC, 73% for Parent Implemented, 65% for Bank Street, 61% for Behavior Analysis, 54% for Philadelphia Process, 50% for Bilingual, and 22% for Florida Parent. In the NHS group, EDC had the most (59%), followed by Bank Street (52%), Philadelphia Process (51%), Behavior Analysis (50%), Florida Parent and Parent Implemented (45%), and Bilingual (44%).

In second grade, 69% of the HS and 57% of the NHS pupils were absent 15 days or less. In the HS group, the Parent Implemented Model (79%) ranked first, EDC (78%) held second place, and Bank Street (74%),

TABLE 3

Pupil (HS) Absence Rates and Rankings of Follow Through Models 1974-75
(Percentages Based on Number of Pupils Who Were Absent 0 - 15 Days)

MODEL	GRADE LEVEL									
	K		1		2		3		Sum of Ranks Across Grades	Rank Based on Sum of Ranks
	%	Rank	%	Rank	%	Rank	%	Rank		
Bank Street	32	4	65	3	74	3	88	1	11	1.5
Behavior Analysis	44	1	61	4	61	6	80	3	14	4
Bilingual	42	2	50	6	65	5	61	6	19	5.5
EDC	35	3	74	1	78	2	67	5	11	1.5
Florida Parent	29	5	22	7	53	7	50	7	26	7
Parent Implemented	12	7	73	2	79	1	83	2	12	3
Philadelphia Process	25	6	54	5	67	4	77	4	19	5.5
All Models	34	-	60	-	69	-	73	-	--	---

TABLE 4

Pupil (NHS) Absence Rates and Rankings of Follow Through Models, 1974-75

(Percentages Based on Number of Pupils Who Were Absent 0 - 15 Days)

MODEL	GRADE LEVEL									
	K		1		2		3		Sum of Ranks Across Grades	Rank Based on Sum of Ranks
	%	Rank	%	Rank	%	Rank	%	Rank		
Bank Street	31	2	52	2	58	2	71	1	7	2
Behavior Analysis	26	4	50	4	56	4.5	66	3	15.5	4
Bilingual	28	3	44	7	56	4.5	54	6	20.5	5
EDC	42	1	59	1	62	1	70	2	5	1
Florida Parent	17	6	45	5.5	53	6	49	7	24.5	6.5
Parent Implemented	14	7	45	5.5	46	7	60	5	24.5	6.5
Philadelphia Process	18	5	51	3	57	3	64	4	15	3
All Models	27	-	51	-	57	-	63	-	-	-

Philadelphia Process (67%), and Bilingual (65%) ranked third, fourth, and fifth respectively. Behavior Analysis (61%) followed, and Florida Parent (53%) ranked last. In the NHS group, the EDC Model (62%) had the most, followed by Bank Street (58%), Philadelphia Process (57%), Behavior Analysis and Bilingual (56%), Florida Parent (53%), and, lastly, Parent Implemented (46%).

At the third grade level, 73% of the HS and 63% of the NHS pupils were absent up to 15 days. The three top-ranking models in the HS group were Bank Street (88%), Parent Implemented (83%), and Behavior Analysis (80%). Philadelphia Process (77%), EDC (67%), and Bilingual (61%) ranked fourth, fifth, and sixth respectively, while Florida Parent (50%) ranked last. Where NHS pupils were concerned, the Bank Street (71%) and Florida Parent (49%) Models again ranked first and last respectively. EDC (70%) held second place, Behavior Analysis (66%) was in third position, and Philadelphia Process (64%), Parent Implemented (60%), and Bilingual (54%) followed.

Figures 1 to 8 in Appendix B, graphs based on data from Tables 2 and 3 in the text, show the absence rates of the HS and NHS pupils at each grade level for each of the individual models and the total program in terms of the percentages of those who were absent 15 days or less. To interpret the graphs correctly, it should again be kept in mind that a high percentage always indicates a favorable result since a higher percentage in the "absent 15 days or less" category denotes a smaller percentage in the "absent more than 15 days" category. For example, Figure 1 shows that in the Bank Street Model, at the kindergarten level, 32% of the HS and 31% of the NHS pupils were absent no more than 15 days.

This is to say that 68% of the HS students were absent more than 15 days, compared to 69% in the NHS group.

According to Figure 8, when all models are combined, HS pupil attendance rates were higher than NHS rates at every grade level, the differences ranging from seven percentage points at the kindergarten level to twelve in second grade. The same trend was found within most individual models (Figures 1 to 7). HS children had significantly better attendance than the NHS pupils at all grade levels in the Bank Street, Behavior Analysis, Bilingual, and Philadelphia Process Models; in all grades except kindergarten in the Parent Implemented Model; in first and second grades in the EDC Model; and in kindergarten and third grade in the Florida Parent Model.

The Parent Implemented Model had the most dramatic differences between HS and NHS attendance rates. The HS group exceeded the NHS group by 28 percentage points at the first grade level, 33 in second grade, and 22 in third. This achievement is especially noteworthy since no other model had more than an 18-point absence rate difference between HS and NHS pupils at any grade level.

Based on the sum of ranks across grades, as shown in Table 2, the HS pupils in the Bank Street, EDC, Parent Implemented, and Behavior Analysis Models had the best attendance rates, while the Florida Parent Model had the most absenteeism. According to Table 3, where NHS students were concerned, the EDC, Bank Street, Philadelphia Process, and Behavior Analysis Models achieved the best attendance rates, while the Florida Parent Model had the worst.

Last year's findings that HS pupils had significantly better attendance

than NHS students were repeated during the 1974-75 school year. Across models, at every grade level the HS group had fewer absences than the NHS group, the rates varying from four to twelve percentage points in favor of the HS group during 1973-74 and from seven to twelve during 1974-75. Both years, within individual models the difference in absenteeism between HS and NHS pupils was even more significant, often twenty or more percentage points in favor of the HS group.

Summary and Conclusions

Absence rates during the 1974-75 school year again showed considerable variation across the K to 3 range. Absenteeism was highest in kindergarten and lowest in third grade. Only 30% of all kindergartners in the program were absent 15 days or less, compared to 53% in first grade, 61% in second grade, and 67% at the third grade level. Since this means, conversely, that 70%, 47%, 39%, and 33% were associated with absence of more than 15 days at each respective grade level, it is evident that the trend is again, as in 1973-74, one of progressively lower absence at each higher grade level.

Across models, absence rates at every grade level were lower for HS pupils and higher for NHS pupils, as compared to ALL pupils. HS attendance rates were significantly better than NHS rates at all grade levels in four models, at three grade levels in one model, and at two grade levels in two models.

No matter how the data were sliced, whether in terms of ALL, HS, or NHS pupils, the EDC Model always had the best attendance rates, followed closely by the Bank Street and Behavior Analysis Models. The Parent Implemented and Philadelphia Process Models usually held the mid-positions in the rankings of the models, while the Bilingual and Florida Parent Models invariably held the sixth and last places respectively.

TABLE 1

Distribution (N and %) of Pupil (All) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: All Grades Combined (K to 3)

Days Absent	MODELS													
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	42	5	41	3	13	1	40	4	10	2	8	3	18	2	172	3
1 - 5	179	22	209	17	126	14	244	22	67	15	37	15	153	18	1015	18
6 - 15	250	31	397	33	291	33	385	35	99	23	82	33	262	31	1766	32
Total: 0 -15	471	58	647	54	430	48	669	61	176	41	127	51	433	52	2953	54
16 - 35	261	32	396	33	324	36	305	28	135	31	87	35	271	32	1779	32
36 - 75	80	10	139	12	119	13	113	10	100	23	31	12	112	13	694	13
Over 75	5	1	13	1	18	2	6	1	23	5	5	2	21	3	91	2
Total: Over 15	346	42	548	46	461	52	424	39	258	59	123	49	404	48	2564	46
TOTALS	817	100	1195	100	891	100	1093	100	434	100	250	100	837	100	5517	100

TABLE 2

Distribution (N and %) of Pupil (All) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring 1975: Kindergarten

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	3	1	1	0	3	1	3	1	1	1	1	2	1	1	13	1
1 - 5	21	10	17	6	13	7	29	12	6	5	0	0	2	1	88	7
6 - 15	42	20	70	26	48	24	60	26	17	15	7	11	34	19	278	22
Total: 0 -15	66	31	88	32	64	32	92	39	24	21	8	13	37	21	379	30
16 - 35	99	47	118	43	74	37	90	39	47	41	34	56	79	44	541	42
36 - 75	44	21	59	22	55	28	48	21	37	32	15	25	55	31	313	25
Over 75	3	1	8	3	7	4	3	1	7	6	4	7	8	4	40	3
Total: Over 15	146	69	185	68	136	68	141	61	91	79	53	87	142	79	894	70
TOTALS	212	100	273	100	200	100	233	100	115	100	61	100	179	100	1273	100

TABLE 3

Distribution (N and %) of Pupil (All) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: First Grade

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	6	3	8	3	4	2	10	3	2	2	4	7	3	1	37	3
1 - 5	36	20	50	17	28	12	65	22	21	20	4	7	39	17	243	17
6 - 15	59	32	94	33	70	31	112	38	20	19	28	46	80	34	463	33
Total: 0 -15	101	55	152	53	102	45	187	63	43	40	36	59	122	52	743	53
16 - 35	65	35	94	33	96	42	81	27	27	25	15	25	78	33	456	33
36 - 75	17	9	39	14	24	11	27	9	28	26	9	15	26	11	170	12
Over 75	1	1	1	0	5	2	0	0	9	8	1	2	7	3	24	2
Total: Over 15	83	45	134	47	125	55	108	37	64	60	25	41	111	48	650	47
TOTALS	184	100	286	100	227	100	295	100	107	100	61	100	233	100	1393	100

TABLE 4

Distribution (N and %) of Pupil (All) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: Second Grade

Days Absent	MODELS													
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	16	8	13	4	3	1	12	4	3	3	2	3	5	3	54	4
1 - 5	57	29	64	20	51	20	80	28	19	18	18	24	49	25	338	23
6 - 15	55	28	107	33	96	37	108	38	34	32	27	36	66	33	493	34
Total: 0 -15	128	65	184	58	150	58	200	70	56	53	47	63	120	60	885	61
16 - 35	54	28	110	34	86	33	66	23	25	24	23	31	59	30	423	29
36 - 75	13	7	23	7	18	7	19	7	19	18	5	7	17	9	114	8
Over 75	1	1	3	1	5	2	2	1	5	5	0	0	3	2	19	1
Total: Over 15	68	35	136	42	109	42	87	30	49	47	28	37	79	40	556	39
TOTALS	196	100	320	100	259	100	287	100	105	100	75	100	199	100	1441	100

TABLE 5

Distribution (N and %) of Pupil (All) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: Third Grade

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	17	8	19	6	3	1	15	5	4	4	1	2	9	4	68	5
1 - 5	65	29	78	25	34	17	70	25	21	20	15	28	63	28	346	25
6 - 15	94	42	126	40	77	38	105	38	28	26	20	38	82	36	532	38
Total: 0 -15	176	78	223	71	114	56	190	68	53	50	36	68	154	68	946	67
16 - 35	43	19	74	23	68	33	68	24	36	34	15	28	55	24	359	25
36 - 75	6	3	18	6	22	11	19	7	16	15	2	4	14	6	97	7
Over 75	0	0	1	0	1	0	1	0	2	2	0	0	3	1	8	1
Total: Over 15	49	22	93	29	91	44	88	32	54	50	17	32	72	32	464	33
TOTALS	225	100	316	100	205	100	278	100	107	100	53	100	226	100	1410	100

TABLE 6

Distribution (N and %) of Pupil (HS) Absence Rates According to Six Absence Interval in the Total Follow Through Program and Each Model, Spring, 1975: All Grades Combined (K to 3)

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	22	7	16	4	6	3	25	5	3	2	5	5	6	2	83	4
1 - 5	87	27	85	22	35	16	108	23	19	13	24	22	56	18	414	21
6 - 15	96	30	139	36	78	36	170	37	39	26	41	37	112	35	675	34
Total: 0 -15	205	64	240	62	119	55	303	65	61	41	70	63	174	55	1172	60
16 - 35	92	29	115	30	73	34	127	27	44	30	34	31	96	30	581	30
36 - 75	22	7	30	8	24	11	31	7	30	20	7	6	41	13	185	9
Over 75	1	0	0	0	0	0	3	1	13	9	0	0	6	2	23	1
Total: Over 15	115	36	145	38	97	45	161	35	87	59	41	37	143	45	789	40
TOTALS	320	100	385	100	216	100	464	100	148	100	111	100	317	100	1961	100

TABLE 7

Distribution (N and %) of Pupil (HS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring 1975: Kindergarten

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	3	3	1	1	2	4	1	1	1	3	0	0	0	0	8	2
1 - 5	11	11	8	8	5	10	7	8	3	8	0	0	0	0	34	7
6 - 15	17	17	34	35	15	29	24	26	7	18	3	12	18	25	118	25
Total: 0 -15	31	32	43	44	22	42	32	35	11	29	3	12	18	25	160	34
16 - 35	48	49	39	40	19	37	42	46	19	50	18	72	34	47	219	46
36 - 75	19	19	15	15	11	21	15	16	7	18	4	16	19	26	90	19
Over 75	0	0	0	0	0	0	2	2	1	3	0	0	2	3	5	1
Total: Over 15	67	68	54	56	30	58	59	65	27	71	22	88	55	75	314	66
TOTALS	98	100	97	100	52	100	91	100	38	100	25	100	73	100	474	100

TABLE 8

Distribution (N and %) of Pupil (HS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: First Grade

Days Absent	MODELS													
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	1	3	3	4	3	6	4	4	0	0	4	13	0	0	15	4
1 - 5	9	23	18	24	7	15	24	25	2	9	3	10	20	19	83	20
6 - 15	16	40	25	33	14	29	42	44	3	13	15	50	37	35	152	36
Total: 0 -15	26	65	46	61	24	50	70	74	5	22	22	73	57	54	250	60
16 - 35	14	35	26	35	21	44	18	19	4	17	6	20	34	32	123	29
36 - 75	0	0	3	4	3	6	7	7	8	35	2	7	13	12	36	9
Over 75	0	0	0	0	0	0	0	0	6	26	0	0	2	2	8	2
Total: Over 15	14	35	29	39	24	50	25	26	18	78	8	27	49	46	167	40
TOTALS	40	100	75	100	48	100	95	100	23	100	30	100	106	100	417	100

TABLE 9

Distribution (N and %) of Pupil (HS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: Second Grade

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	8	9	5	5	0	0	9	7	1	2	1	3	2	3	26	5
1 - 5	35	39	19	19	16	26	43	33	8	18	14	37	16	23	151	28
6 - 15	24	27	37	37	24	39	50	38	15	33	15	39	28	41	193	36
Total: 0 -15	67	74	61	61	40	65	102	78	24	53	30	79	46	67	370	69
16 - 35	20	22	31	31	18	29	24	18	11	24	7	18	16	23	127	24
36 - 75	2	2	8	8	4	6	4	3	5	11	1	3	7	10	31	6
Over 75	1	1	0	0	0	0	0	0	5	11	0	0	0	0	6	1
Total: Over 15	23	26	39	39	22	35	28	22	21	47	8	21	23	33	164	31
TOTALS	90	100	100	100	62	100	130	100	45	100	38	100	69	100	534	100

TABLE 10

Distribution (N and %) of Pupil (HS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: Third Grade

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	10	11	7	6	1	2	11	7	1	2	0	0	4	6	34	6
1 - 5	32	35	40	35	7	13	34	23	6	14	7	39	20	29	146	27
6 - 15	39	42	43	38	25	46	54	36	14	33	8	44	29	42	212	40
Total: 0 -15	81	88	90	80	33	61	99	67	21	50	15	83	53	77	392	73
16 - 35	10	11	19	17	15	28	43	29	10	24	3	17	12	17	112	21
36 - 75	1	1	4	4	6	11	5	3	10	24	0	0	2	3	28	5
Over 75	0	0	0	0	0	0	1	1	1	2	0	0	2	3	4	1
Total: Over 15	11	12	23	20	21	39	49	33	21	50	3	17	16	23	144	27
TOTALS	92	100	113	100	54	100	148	100	42	100	18	100	69	100	536	100

TABLE 11

Distribution (N and %) of Pupil (NHS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: All Grades Combined

Days Absent	MODELS													
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	20	4	25	3	7	1	15	2	7	2	3	2	12	2	89	3
1 - 5	92	19	124	15	91	13	136	22	48	17	13	9	97	19	601	17
6 - 15	154	31	258	32	213	32	215	34	60	21	41	29	150	29	1091	31
Total: 0 -15	266	54	407	50	311	46	366	58	115	40	57	41	259	50	1781	50
16 - 35	169	34	281	35	251	37	178	28	91	32	53	38	175	34	1198	34
36 - 75	58	12	109	13	95	14	82	13	70	24	24	17	71	14	509	14
Over 75	4	1	13	2	18	3	3	0	10	3	5	4	15	3	68	2
Total: Over 15	231	46	403	50	364	54	263	42	171	60	82	59	261	50	1775	50
TOTALS	497	100	810	100	675	100	629	100	286	100	139	100	520	100	3556	100

TABLE 12

Distribution (N and %) of Pupil (NHS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring 1975: Kindergarten

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	0	0	0	0	1	1	2	1	0	0	1	3	1	1	5	1
1 - 5	10	9	9	5	8	5	22	15	3	4	0	0	2	2	54	7
6 - 15	25	22	36	20	33	22	36	25	10	13	4	11	16	15	160	20
Total: 0 -15	35	31	45	26	42	28	60	42	13	17	5	14	19	18	219	27
16 - 35	51	45	79	45	55	37	48	34	28	36	16	44	45	42	322	40
36 - 75	25	22	44	25	44	30	33	23	30	39	11	31	36	34	223	28
Over 75	3	3	8	5	7	5	1	1	6	8	4	11	6	6	35	4
Total: Over 15	79	69	131	74	106	72	82	58	64	83	31	86	87	82	580	73
TOTALS	114	100	176	100	148	100	142	100	77	100	36	100	106	100	799	100

TABLE 13

Distribution (N and %) of Pupil (NHS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: First Grade

Days Absent	MODELS													
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	5	3	5	2	1	1	6	3	2	2	0	0	3	2	22	2
1 - 5	27	19	32	15	21	12	41	21	19	23	1	3	19	15	160	16
6 - 15	43	30	69	33	56	31	70	35	17	20	13	42	43	34	311	32
Total: 0 -15	75	52	106	50	78	44	117	59	38	45	14	45	65	51	493	51
16 - 35	51	35	68	32	75	42	63	32	23	27	9	29	44	35	333	34
36 - 75	17	12	36	17	21	12	20	10	20	24	7	23	13	10	134	14
Over 75	1	1	1	0	5	3	0	0	3	4	1	3	5	4	16	2
Total: Over 15	69	48	105	50	101	56	83	42	46	55	17	55	62	49	483	49
TOTALS	144	100	211	100	179	100	200	100	84	100	31	100	127	100	976	100

TABLE 14

Distribution (N and %) of Pupil (NRS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring, 1975: Second Grade

Days Absent	MODELS															
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	8	8	8	4	3	2	3	2	2	3	1	3	3	2	28	3
1 - 5	22	21	45	20	35	18	37	24	11	18	4	11	33	25	187	21
6 - 15	31	29	70	32	72	37	58	37	19	32	12	32	38	29	300	33
Total: 0 -15	61	58	123	56	110	56	98	62	32	53	17	46	74	57	515	57
16 - 35	34	32	79	36	68	35	42	27	14	23	16	43	43	33	296	83
36 - 75	11	10	15	7	14	7	15	10	14	23	4	11	10	8	83	9
Over 75	0	0	3	1	5	3	2	1	0	0	0	0	3	2	13	1
Total: Over 15	45	42	97	44	87	44	59	38	28	47	20	54	56	43	392	43
TOTALS	106	100	220	100	197	100	157	100	60	100	37	100	130	100	907	100

TABLE 15

Distribution (N and %) of Pupil (NHS) Absence Rates According to Six Absence Intervals in the Total Follow Through Program and Each Model, Spring 1975: Third Grade

Days Absent	MODELS																	
	Bank Street		Behavior Analysis		Bilingual		EDC		Florida Parent		Parent Implemented		Phila. Process		Total	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
0	7	5	12	6	2	1	4	3	3	5	1	3	5	3	34	4
1 - 5	33	25	38	19	27	18	36	28	15	23	8	23	43	27	200	23
6 - 15	55	41	83	41	52	34	51	39	14	22	12	34	53	34	320	37
Total: 0 -15	95	71	133	66	81	54	91	70	32	49	21	60	101	64	554	63
16 - 35	33	25	55	27	53	35	25	19	26	40	12	34	43	27	247	28
36 - 75	5	4	14	7	16	11	14	11	6	9	2	6	12	8	69	8
Over 75	0	0	1	0	1	1	0	0	1	2	0	0	1	1	4	1
Total: Over 15	38	29	70	34	70	46	39	30	33	51	14	40	56	36	320	37
TOTALS	133	100	203	100	151	100	130	100	65	100	35	100	157	100	874	100

APPENDIX B

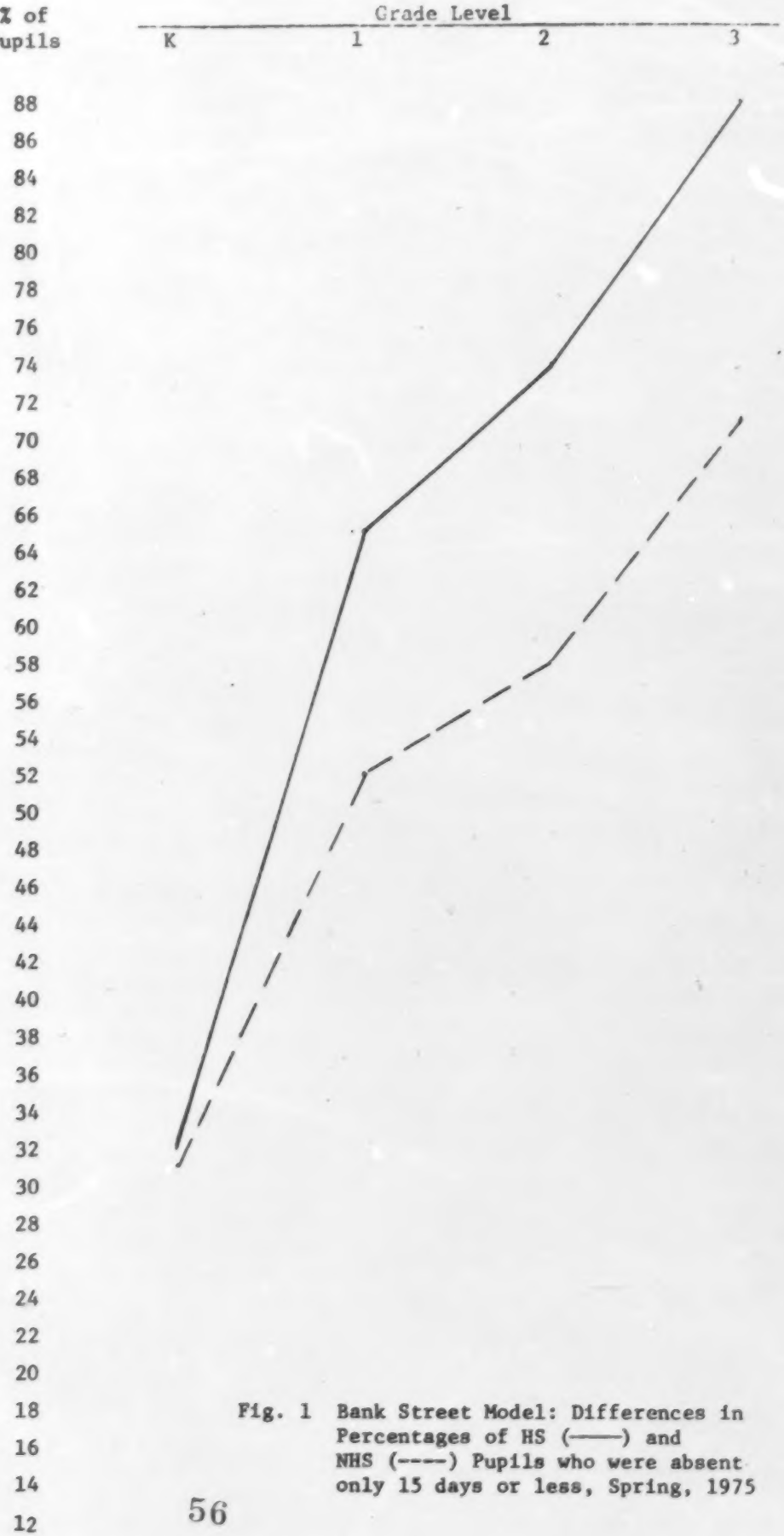

Fig. 1 Bank Street Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

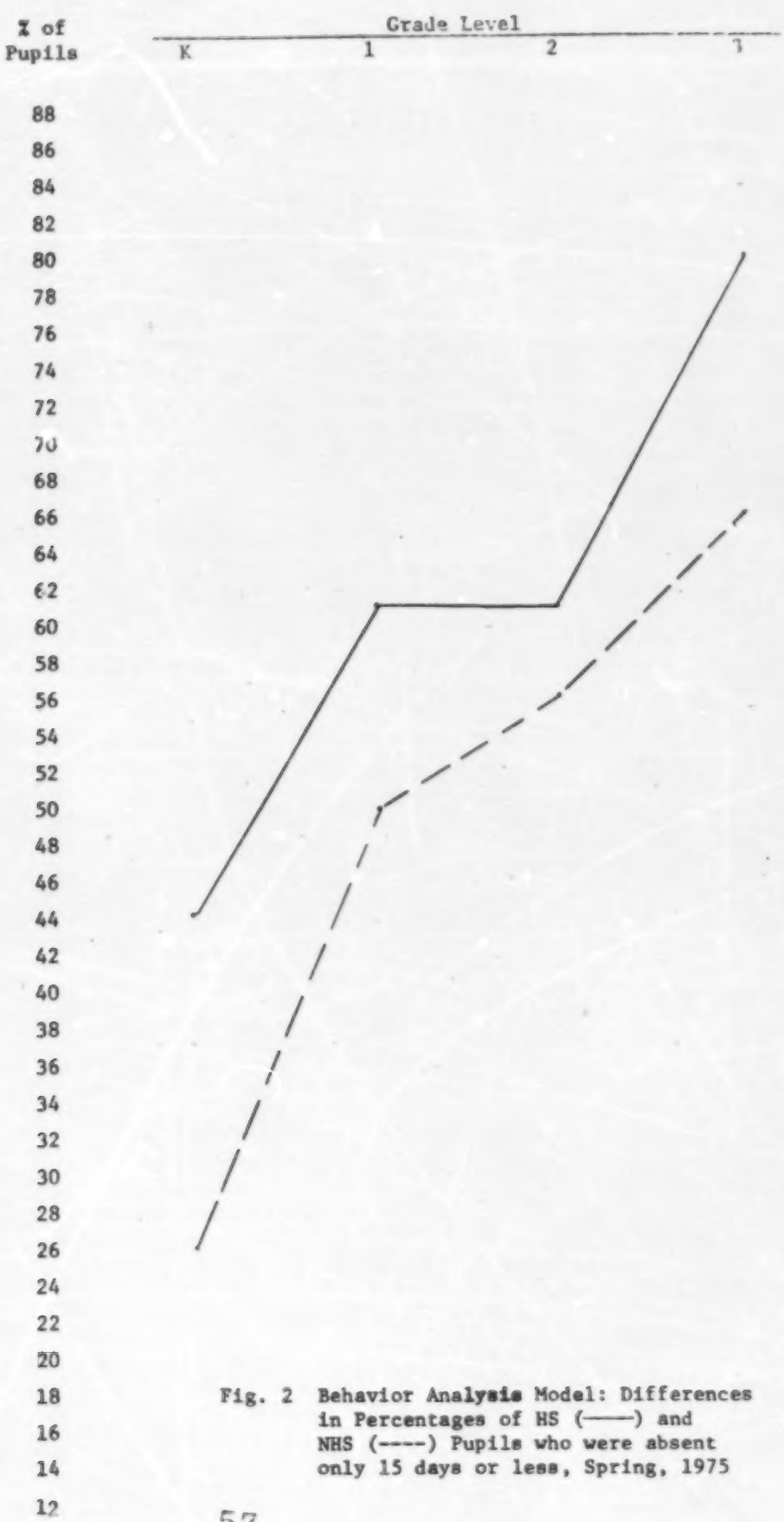

Fig. 2 Behavior Analysis Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

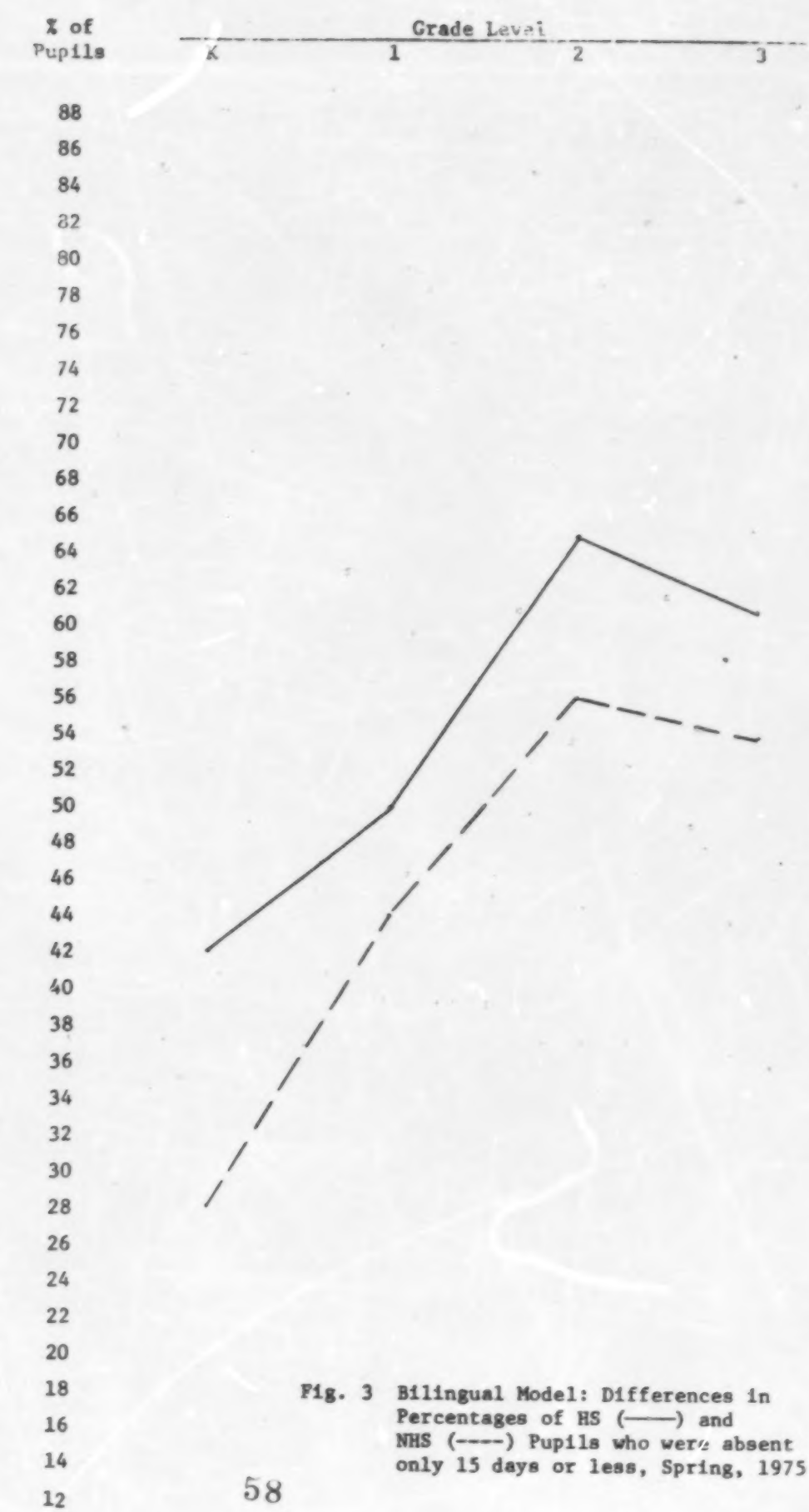

Fig. 3 Bilingual Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

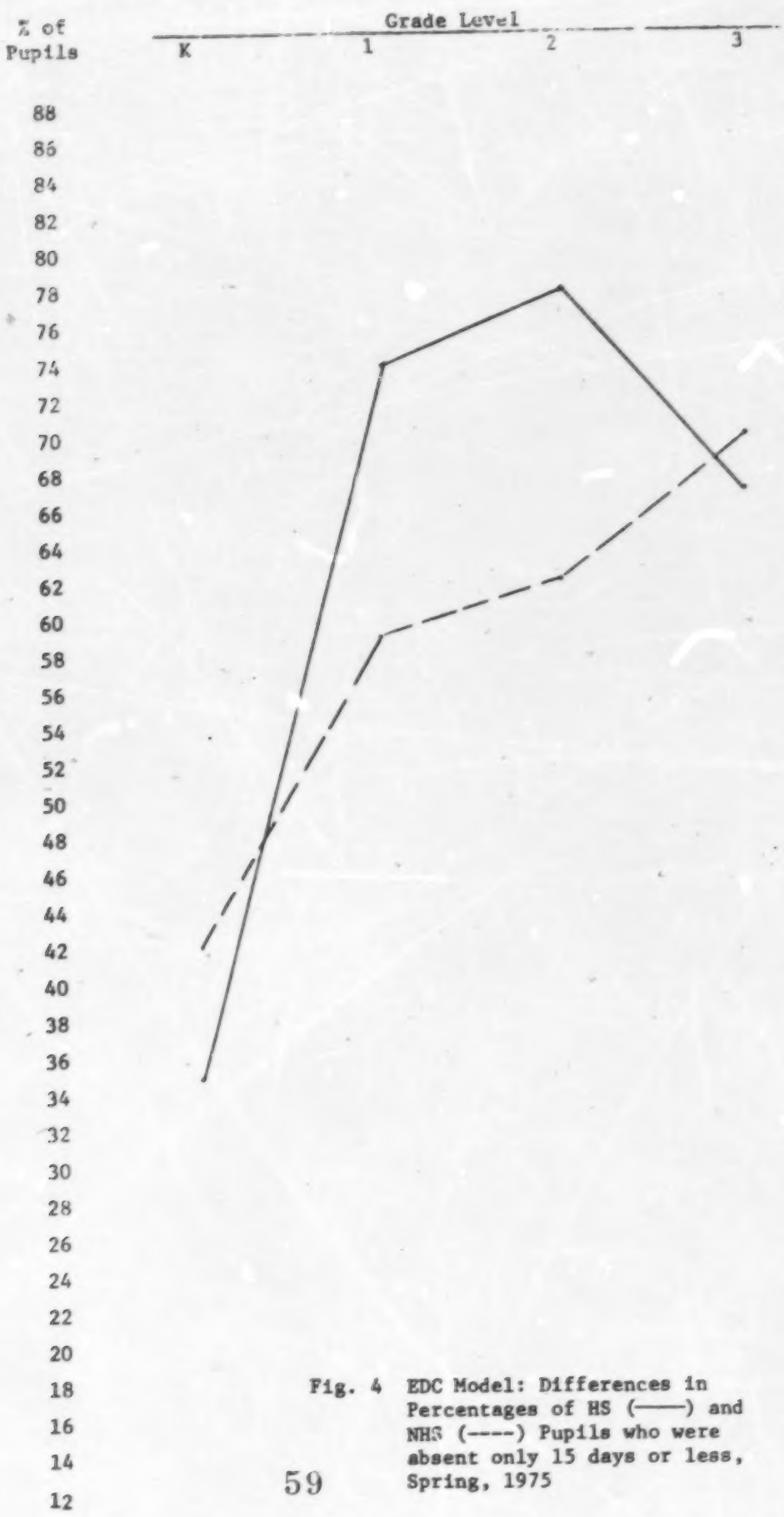

Fig. 4 EDC Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

Fig. 5 Florida Parent Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

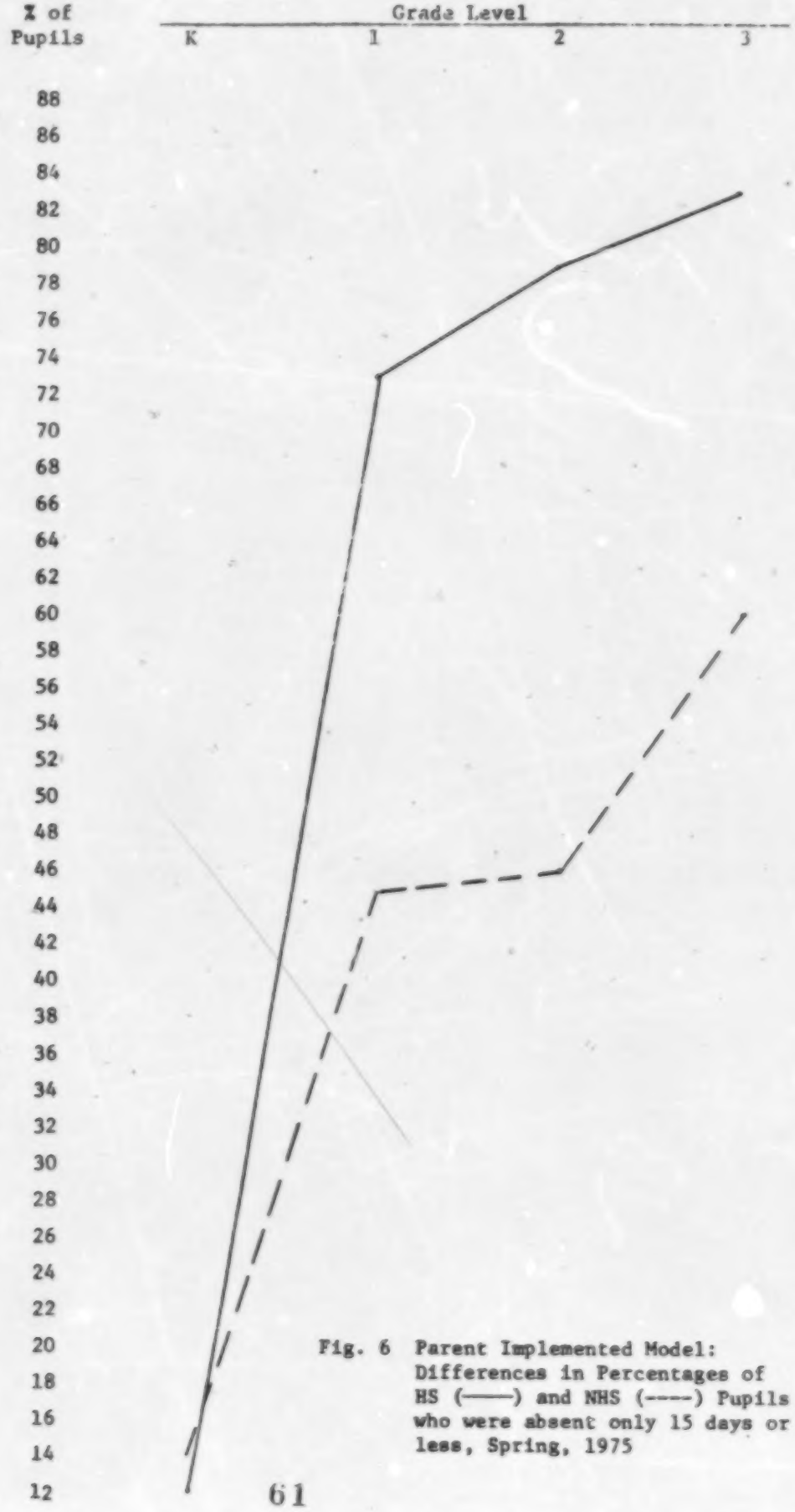

Fig. 6 Parent Implemented Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

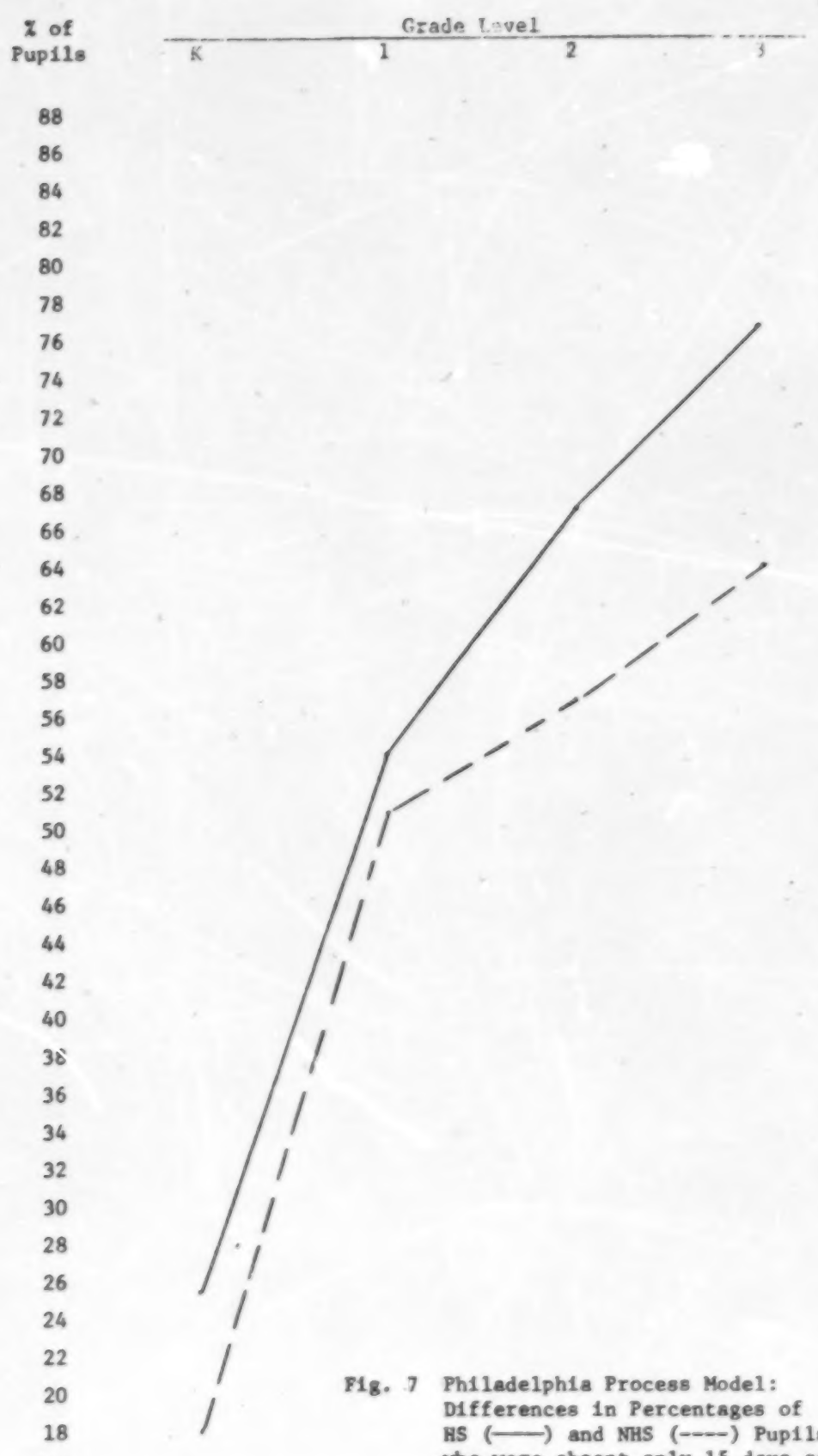

Fig. 7 Philadelphia Process Model: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975

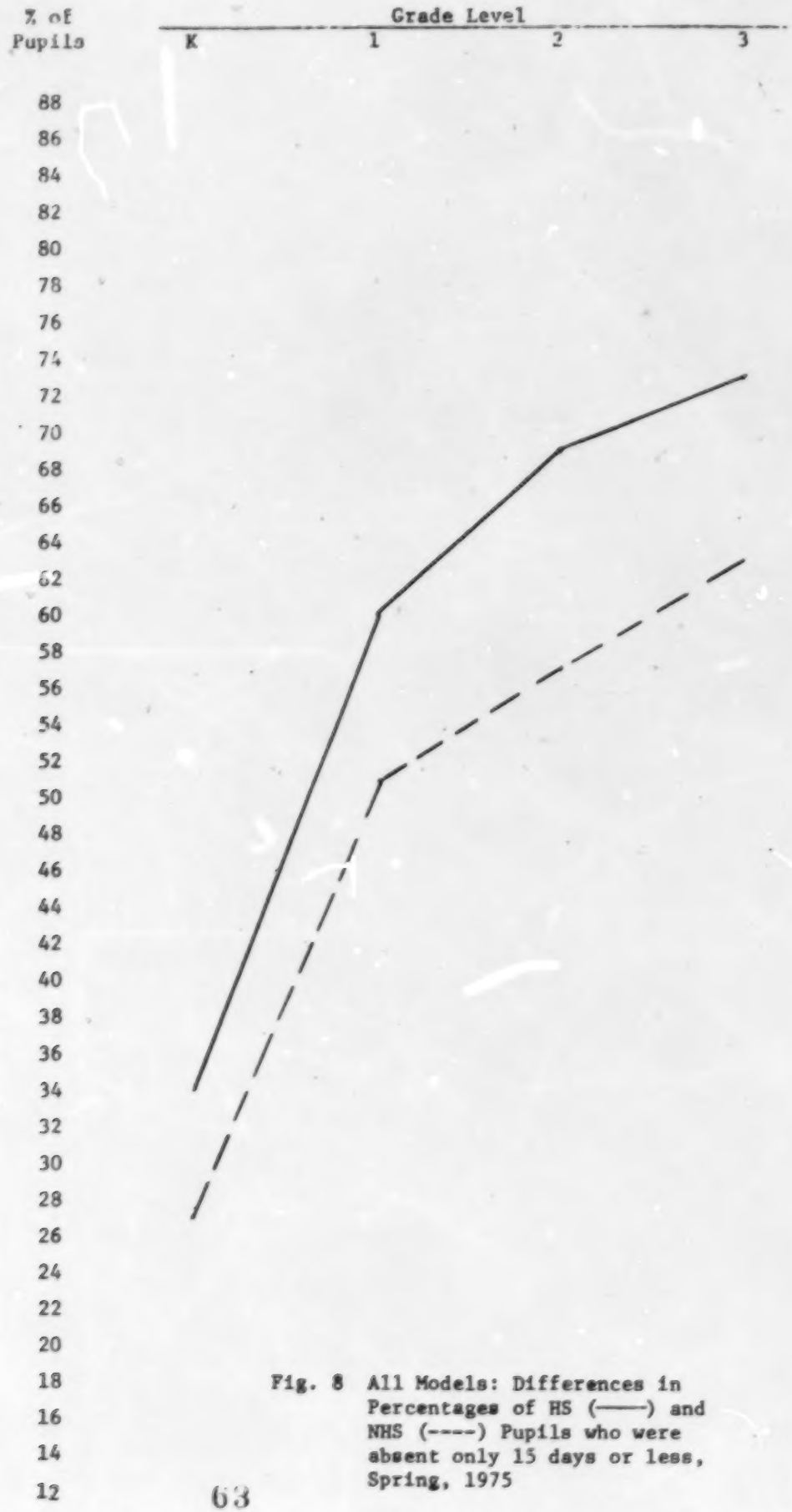

Fig. 8 All Models: Differences in Percentages of HS (——) and NHS (----) Pupils who were absent only 15 days or less, Spring, 1975